

## European Sports: Business & Management

<b>JU Course Code:</b>	SPO 480
<b>SIS Course Code:</b>	SPO 480
<b>Subject areas:</b>	Sports Management, Sports Marketing, Business Ethics
<b>Language of instruction:</b>	English
<b>Contact hours:</b>	45.00
<b>U.S. semester credits:</b>	3
<b>Appears in JU transcript as:</b>	<i>SPO 480 Special Topics — European Sports: Business and Management</i>

### COURSE DESCRIPTION

During the 20th century the sports industry has grown exponentially from its origins as an amateur pastime to a complex phenomenon that moves billions of dollars on a global scale. While sports have been affected by and simultaneously contributed to accelerated globalizing tendencies, some important distinctions can be made between sports industry models in the US and Europe (Szymanski, 2009). Focusing on the European sports industry, this course highlights the structures and systems of governance, and the ownership, financing and management of leagues, teams, facilities and events. Case studies examined include Euroleague Basketball, FC Barcelona, the English Premier League, London 2012 Olympic Games, and innovations in new stadium developments in Europe.

The comparison continues with an analysis of media rights negotiations and commercialization processes for major sports such as Cycling, F1 and Moto Sports. The role of sports marketing, in particular the management of endorsement deals and brands by leading sports apparel companies such as Nike, Adidas and Puma in US and European markets are compared. Throughout the course critical analysis of key issues and controversies affecting the sports industry in Europe is undertaken, including the over-commercialization of sports, ethical scandals involving sports betting, systemic racism in sports and the sustainability of team and league business models.

*Pre-req: An introduction to management course*

### LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Articulate the complexities of the European sports industry and its economic, social and cultural importance
- Compare and contrast the US and European sports industries in terms of governance systems, ownership and business models, competitive strategies, financial management, technology and innovation management, fan behaviour, communication and commercialization strategies.
- Critically analyse the key issues and controversies facing the European sports industry as part of accelerated globalizing processes.



- Accurately identify and rationally evaluate established and emerging trends in the current and future management of sports entities, facilities and events in Europe.

## TEACHING METHODOLOGY

This course employs a blended teaching methodology to ensure student learning.

This course will use a combination of guided lectures, classroom interaction, student presentations and field studies to sports organizations & companies in the city as well as emphasis on class debates to integrate and reflect on theories and experiences.

- Lectures: These will provide students with the theoretical constructs and concepts used within the course and also to clarify content issues and application
- Field studies: These involve activities and visits off site to see first hand the concepts discussed in class. These include RCD Espanyol, DIR Fitness Centre, Basketball club facilities.
- Class debates and discussion: These serve to facilitate further understanding and application of concepts covered in class lectures and through experience gained by living and studying in Barcelona.
- Analysis of audio-visual materials: Use of a variety of audio and web based materials brings concepts and issues to life and allows for students to fully appreciate the issues being discussed throughout the course

## COURSE EVALUATION

The final grade consists of six different parts: class participation, a group journal project & presentation, a midterm written exam, a final written exam, and a final paper.

The breakdown of grades is made up as follows:

Class participation	15%
Journal Project	10%
Class presentation	15%
Midterm written exam	20%
Final written exam	20%
Final paper	20%
TOTAL	100%

The evaluation of this course is based on continuous assessment, and students are provided with different assignments throughout the course to ensure constant learning. The breakdown of the final grade is as follows:

**Class participation (20%):** Class participation in this course involves a positive and respectful attitude, active engagement in discussions, asking questions, contributing ideas, collaborating with peers, and demonstrating preparedness through reading and assignments. It reflects a student's commitment to learning and enhances understanding by integrating diverse perspectives within the classroom environment. Class participation will be evaluated based on these five (5) skills: attitude, engagement, preparedness, and frequency and quality of contributions. *Please see the participation rubric below.*



**Exams:** Both the midterm and the final exams may contain a mix of short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

The guidelines for exams are as follows:

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.
- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.
- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- At the end of the examination students will remain seated until their papers are collected. No one may leave the room until excused.
- Should assistance be required, students will attract the attention of the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.

**Journal Group Project:** In groups of 3, students will be keeping a weekly journal on an aspect of the European sports landscape. The idea is that throughout the course the journal will help them gain a deeper understanding of the course topics through practical examples that take place while they are in Europe. The project will be graded based on the final report that is due the penultimate week of the course.

**Journal Group Project Presentations:** In the penultimate week of the course each of the journal groups will have to present the findings and conclusions from their journal project in a 20 minute presentation to class. Their report needs to be shared with the other groups two days before, so that the other groups can prepare questions. The presentation grade will consist of a grade for the group presentation and the quality of the questions asked to other groups.

## EXPERIENTIAL LEARNING

Field studies at SIS are crucial as they provide immersive, hands-on learning experiences. They enhance cultural understanding, bridge theory with real-world practice, and foster global perspectives. This experiential learning deepens subject knowledge, develops critical thinking, and enriches personal and academic growth, making education more impactful and memorable. The following field study trips will be organized during this course:

	Field Study Site	Description of activity on site
<b>Field Study Visit 1</b>	Company visit to Euroleague Basketball (Bonanova, Barcelona) - session 6	
<b>Field Study Visit 2</b>	RCD Espanyol Stadium visit (Cornellà de Llobregat) - session 11	
<b>Field Study Visit 3</b>	Visit to MediaPro, the company that does the TV production and Global sales for LaLiga football matches (22@, Barcelona)	



<b>Field Study Visit 4</b>	Visit to the UCI World Tour Cycling Stage Race Volta a Catalunya with visit to the mobile team facilities of one of the World Tour Teams (Montjuïc, Barcelona) - depending on calendar World Tour	
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***N.B.: Field study trips may be subject to modification based on the semester, the number of participants, and/or the availability of the activity.***

#### **ATTENDANCE POLICY**

As a member of the BSAE community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, **attendance is required** for all your SIS classes, including sessions with field studies. Students should immediately notify their instructor and the Academics Team of any past or future absences, and any accommodations for missed classes, if any, will be determined by the course instructor and the Academics Team. **If a student misses more than 3 classes in any course without justification, 3 percentage points (a third of a letter grade) will be deducted from the final grade for every subsequent absence. If a student reaches 6 absences, this will result in a failing grade.** Students may apply to excuse absences due to hospitalizations, religious observance or family emergencies using this form. [Please see the Academic Student Manual for more information.](#)

#### **LATE-WORK SUBMISSIONS**

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur a penalty of 10% per day late, up to a maximum of three days. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

#### **ACADEMIC INTEGRITY**

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity – such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance – may result in an automatic “F” or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

#### **DEFINITIONS OF ACADEMIC DISHONESTY**

**Use of AI without permission or acknowledgment:** A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or



any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.

Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes versus AI doing all the writing.

**If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.**

**Cheating:** the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:

- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination

**Plagiarism:** Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:

- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

**Self-Plagiarism:** Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

**Academic Misconduct:** Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

**Fabrication:** Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

**Non-Compliance:** Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#). You are expected to read and understand the JU terms and regulations of Academic Misconduct.



## FINAL GRADES REVIEW AND GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels they have been treated unfairly, in that an instructor has deviated from their prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult the [Student Academic Manual](#).

Please note, **grade appeals are not intended as a means for students to improve or negotiate their grades.** They are reserved solely for cases involving administrative errors, calculation mistakes, or grading that is inconsistent with the stated course policies or criteria. Appeals must be based on evidence of such errors and not on dissatisfaction with the outcome or a desire for a higher grade.

## DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).

Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this [bias form](#) to report any incidents they witness, and will be guided through support options.

## TENTATIVE COURSE CONTENT OUTLINE

***N.B. Course schedule and field studies are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

COURSE SESSIONS AND CONTENT		
SESSION	CONTENT	READINGS / ACTIVITIES
1	Introduction to the European sports system and the sport media cultural complex.	<ul style="list-style-type: none"><li>● Zimolist, Andrew “Sport as Business”, Oxford Review of Economic Policy, v 19, n4 (2003), pp 503–511</li><li>● Smith, Aaron and Bob Stewart “The special features of sport: A critical revisit” in Sport Management Review 13 (2010) 1–13</li></ul>



2	The globalization of sport and its governance in Europe: The governance of European football	<ul style="list-style-type: none"> <li>● Haehn, Thomas “Governance and governing bodies in sport” in Handbook on the Economics of Sport, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp 227–239</li> <li>● FIFA case study: selected newspaper articles</li> </ul>
3	From amateurism to professionalism: a very brief history of sports in Europe	<ul style="list-style-type: none"> <li>● Sloane, Peter J. “The European model of sport” in Handbook on the Economics of Sport, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp 299–307</li> <li>● Andreff, Wladimir and Staudohar, Paul D. “European and US Sports Business Models” in Transatlantic Sport: The Comparative Economics of North American and European Sports, (London, Edward Elgar Publishing, 2002), pp. 23–49</li> </ul>
4	How professional leagues and clubs operate in Europe. Organizational and competition structures. Cases: Leagues (EPL, La Liga, ACB, Euroliga)	<ul style="list-style-type: none"> <li>● Szymanski, Stefan “Organising Competition” in Playbooks and Checkbooks: An Introduction to the Economics of Modern Sports (New Jersey : Princeton University Press, 2009), pp. 27–58</li> </ul>
5	Team ownership models. Cases: Football club cases (FCB, MUFC, AM)	<ul style="list-style-type: none"> <li>● Chadwick, Simon and Arthur, Dave “Més que un club (More than a club): the commercial development of FC Barcelona” in International Cases in the Business of Sport, eds. Simon Chadwick and Dave Arthur (Oxford: Butterworth Heinemann, 2008), pp. 1–12</li> <li>● Hamil, Sean “Manchester United : the commercial development of a global football brand” in International Cases in the Business of Sport, eds Simon Chadwick and Dave Arthur (Oxford: Butterworth Heinemann, 2008), pp. 114–134</li> <li>● Urrutia, Ignacio, Robles, Germán, Kase, Kinio and Marti, Carlos “The internationalization of Club Atletico de Madrid S.A.D: creating value beyond borders, a differential strategy” in International Cases in the Business of Sport, eds Simon Chadwick and Dave Arthur (Oxford: Butterworth Heinemann, 2008), pp. 205–221</li> </ul>
6	Field visit EuroLeague Basketball	<ul style="list-style-type: none"> <li>● Primault, Didier “European professional basketball in crisis: 1992 – 2002” in Handbook on the Economics of Sport, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp. 530–542</li> </ul>
7	Financing European sports organizations. Models of financial management, Revenue / Cost drivers, Profit / debt management.	<ul style="list-style-type: none"> <li>● Szymanski, Stefan “The Financial Crisis and English Football: The Dog That Will Not Bark” International Journal of sport Finance (2010) v 5, pp. 28-40.</li> </ul>
8	Financial regulation of sports organizations. Cases: Spanish soccer finances	<ul style="list-style-type: none"> <li>● Kurscheidt, Markus “The World Cup” in Handbook on the Economics of Sport, eds</li> </ul>



		<p>Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp. 197–213.</p> <ul style="list-style-type: none"> <li>● Barajas, Ángel and Plácido Rodríguez Spanish Football Clubs Finances: Crisis and Player Salaries in <i>International Journal of Sport Finance</i>, (2010) v 5, pp. 52–66.</li> </ul>
9	Trends and tendencies in European event and facility management. Major sports events held in Europe 2000-2020 / Major event management models in Europe (mixed economy model and city marketing)	<ul style="list-style-type: none"> <li>● Preuss, Holger “The Olympics” in <i>Handbook on the Economics of Sport</i>, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp. 183–196</li> <li>● RACC_Circuit de Catalunya: Sports Infrastructure and Regional Promotion. IESE Business School DG-1512-E (2007)</li> </ul>
10	Major sports facility construction in Europe 2000-2020. How ICTs are enhancing event and facility management, as well as spectator experiences. Cases: London 2012 OGs; RCDE stadium; fitness sector (DiR)	<ul style="list-style-type: none"> <li>● Kuper, Simon and Szymanski, Stefan “Happiness – why hosting a World Cup is good for you” in <i>Soccernomics</i> (New York: Nation Books 2009), pp. 235–254</li> </ul>
11	Field visit to RCDE stadium	<ul style="list-style-type: none"> <li>● Newspaper articles on stadium development and design in Europe</li> </ul>
12	REVIEW MIDTERM	
13	MIDTERM	
14	How sports media rights are negotiated in Europe. The owners of key sports media rights in Europe; How media rights are bought and sold; How media organizations exploit rights.	<ul style="list-style-type: none"> <li>● Szymanski, Stefan “Sports and Broadcasting” in <i>Playbooks and Checkbooks: An Introduction to the Economics of Modern Sports</i> (New Jersey: Princeton University Press, 2009), pp. 125-155</li> <li>● Parlasca, Susanne “Collective selling of broadcast rights in team sports” in <i>Handbook on the Economics of Sport</i>, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp. 719–729</li> </ul>
15	Field visit to MediaPro	
16	The impacts of media rights deals on sports management and fans. Cases: Football, basketball, Olympic Games	<ul style="list-style-type: none"> <li>● Bolotny, Frédéric and Bourg, Jean- François “The demand for media coverage” in <i>Handbook on the Economics of Sport</i>, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp. 112–136</li> </ul>
17	The role of ICT in sports communication. Moving from the digital to the mobile era and how mobile internet is changing sports consumption.	<ul style="list-style-type: none"> <li>● Cleland, Jamie A., “The Changing Organizational Structure of Football Clubs and their relationship with the External media”, <i>International Journal of Sport Communication</i>, v 2 (2009), pp. 417–431</li> <li>● Desbordes, Michel “The future of the Tour de France: from an independent style of</li> </ul>



		organization to “A Formula One Model”? in International Cases in the Business of Sport, eds Simon Chadwick and Dave Arthur (Oxford: Butterworth Heinemann, 2008), pp. 358-371
18	The Playstation generation. Cases: F1, MotoGP, Tour de France, OGs, EA sports and gaming	<ul style="list-style-type: none"> <li>● Hutchins, Brett, Rowe, David and Roddock, Andy, “It's Fantasy Football made easy: Networked Media, Sport, The internet and the Hybrid Reality of MyFootballClub”, <i>Sociology of Sport Journal</i>, v6-n1 (March 2009), pp. 89 - 106</li> <li>● Thomas, Jaia A., “Twitter” in <i>Journal of Sports Media</i>, (Spring 2011) v6-n1, pp. 115-120.</li> </ul>
19	The European sports consumer. How sport consumer behavior is changing: fan/consumer typologies; the global sports fan. The importance of fan identity, culture and heritage	<ul style="list-style-type: none"> <li>● Sullivan, Malcolm, “Sport Consumer” in <i>The Business of Sport Management</i>, ed. Simon Chadwick (Harlow, Pearson, 2009), pp. 128–153</li> <li>● Stewart, Bob, Smith, Aaron C.T and Nicholson, Matthew “Sport Consumer Typologies” in <i>Sport Marketing Quarterly</i>, v12-n4 (2003), pp. 205-217</li> </ul>
20	Sports Tourism, from weekend visit to the Camp Nou to riding your own Tour de France in the French Alps	<ul style="list-style-type: none"> <li>● Kane, Maurice J, “Adventure as a Cultural Foundation: Sport and Tourism in New Zealand”, <i>Journal of Sport and Tourism</i>, v15-n1 (Feb 2010), pp. 27–44.</li> </ul>
21	Sport sponsorship and endorsement in Europe. Major sport sponsorship deals 2008-2012. From philanthropy to brand management: the search for ROI (Return on Investment) on sponsorship deals.	<ul style="list-style-type: none"> <li>● Jeanrenaud, Claude “Sponsorship” in <i>Handbook on the Economics of Sport</i>, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp. 71–76</li> </ul>
22	Creating icons (from Beckham to Ronaldo & Messi). The ethics of sport sponsorship: the growth of sports betting; tobacco; alcohol.	<ul style="list-style-type: none"> <li>● Rein, I., Kotler, P. and Shields, B. “Reinventing the sports brand” in <i>The Elusive Fan: Reinventing Sports in a Crowded Marketplace</i> (New York: McGraw Hill, 2006) pp. 93–120</li> <li>● Forrest, David and Simmons, Robert, “Sport and Gambling”, <i>Oxford Review of Economic Policy</i>, v19, n4 (2003)</li> </ul>
23	Managing brands in European sport and the role of merchandising. The battle of the brands in Europe: Nike v Adidas v Puma. Sport and city marketing: BCN	<ul style="list-style-type: none"> <li>● Couvelaere, Vincent and Richelieu, André “Brand Strategy in Professional Sports: The Case of French Soccer Teams” in <i>European Sport Management Quarterly</i>, v5-n1 (2005), pp. 23–46</li> </ul>
24	Racial issues in European sports; differences from sport to sport and the traditional differences between North-South and East-West..	
	The rise of the Female Superstar, how the role of women in European Sports is growing.	
	GROUP PROJECT PRESENTATIONS	
	FINAL EXAM REVIEW	



## BIBLIOGRAPHY

### Required Readings:

- Andreff, Wladimir and Staudohar, Paul. D “European and US Sports Business Models” in *Transatlantic Sport: The Comparative Economics of North American and European Sports*, (London, Edward Elgar Publishing, 2002), pp 23 – 49
- Barajas, Ángel and Plácido Rodríguez Spanish Football Clubs Finances: Crisis and Player Salaries in *International Journal of Sport Finance*, (2010) v 5, pp 52 – 66.
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- Desbordes, Michel “The future of the Tour de France: from an independent style of organization to “A Formula One Model”?” in *International Cases in the Business of Sport*, eds Simon Chadwick and Dave Arthur (Oxford: Butterworth Heinemann, 2008), pp 358 -371
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- Kane, Maurice J, “Adventure as a Cultural Foundation: Sport and Tourism in New Zealand”, *Journal of Sport and Tourism*, v 15, n 1 (Feb 2010)pp 27-44
- Kuper, Simon and Szymanski, Stefan “Happiness – why hosting a World Cup is good for you” in *Soccernomics* (New York: Nation Books 2009), pp235 – 254
- Kurscheidt, Markus “The World Cup” in *Handbook on the Economics of Sport*, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp 197 – 213
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- Preuss, Holger “The Olympics” in *Handbook on the Economics of Sport*, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp 183- 196



- Primault, Didier “European professional basketball in crisis: 1992 – 2002” in Handbook on the Economics of Sport, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp 530 – 542
- RACC\_Circuit de Catalunya: Sports Infrastructure and Regional Promotion. IESE Business School DG-1512-E (2007)
- Rein, I, Kotler, P and Shields, B “Reinventing the sports brand” in The Elusive Fan: Reinventing Sports in a Crowded Marketplace (New York:McGraw Hill,2006) pp 93 – 120
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- Smith, Aaron and Bob Stewart “The special features of sport: A critical revisit” in Sport Management Review 13 (2010) 1–13
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- Szymanski, Stefan “Organising Competition” in Playbooks and Checkbooks: An Introduction to the Economics of Modern Sports (New Jersey : Princeton University Press, 2009), pp 27 – 58
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- Zimolista, Andrew “Sport as Business”, Oxford Review of Economic Policy, v 19, n4 (2003), pp 503 – 511

#### **Recommended Readings:**

- Barget, Eric and Gauget, Jean-Jacques, “The total economic value of sporting events theory and practice”, Journal of Sports Economics, V 8, n 2 (April 2007), pp 165 – 184
- Baroncelli, Alessandro and Lago, Umberto “Italian Football”. Journal of Sports Economics, v 7, n 1 (February 2006), pp13 – 28
- Buraimo, Babatunde “The demand for sports broadcasting” in Handbook on the Economics of Sport, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp 100 – 111
- Chappelet, Jean-Loup “ The economics of the IOC” in Handbook on the Economics of Sport, eds Wladimir Andreff and Stefan Szymanski (Cheltenham Glos: Edward Elgar Publishing, 2006), pp 241 – 253
- Ferrand, Alain “Olympic marketing: the power of the five rings brand” in International Cases in the Business of Sport eds Simon Chadwick and Dave Arthur (Oxford: Butterworth Heinemann, 2008), pp 222 -242
- Gonzalez-Gomez, Francisco and Picazo-Tadeo, Andres J “Can we be satisfied with our Football Team? Evidence from Spanish Professional Football”, Journal of Sports Economics, v 11, n 4 (April 2010) pp 418 – 442
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